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ABSTRACT

This publication contains guidelines for U.S. institutions seeking linkages with institutions in other countries. It is the second revision of a document originally published in 1984. The guidelines are designed to help start the process, outline procedures to follow, and identify difficulties that might be avoided. Three types of linkages are identified: (1) friendship agreements without financial obligations; (2) program-specific linkages that may or may not have financial obligations; and (3) institutional linkages that commit the college or university to broad-based programs or exchanges. Sample agreements are included for each type of linkage. The first chapter discusses planning, including discussions of administrative structure, leadership, funding, choice of area, and the types of agreements. The second chapter provides some strategies for developing linkages, from appraising institutional capacity through the formal agreement. Chapter 3 reviews other considerations, such as financing, language, program quality comparisons, local laws and customs, and some other aspects of the linkage process. Five appendixes contain sample agreements and list useful publications, agencies, U.S. government resources, and Web sites for additional information. (SLD)

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GUIDELINES FOR COLLEGE AND UNIVERSITY LINKAGES ABROAD

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Guidelines for College and University Linkages Abroad

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Washington, DC

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PREFACE

An educated citizenry is the wealth of the world, for it is in the global economic and political context that individuals must function. National boundaries need not—indeed, must not—retard the flow of knowledge, dim the light of international understanding, or choke the international exchange of information, ideas, and individuals that is so crucial to the solution of global problems.

We still know too little about other countries' education systems. The American Council on Education's international initiatives include efforts to promote dialogue and cooperation among institutions of higher education in the United States and those in other countries, as well as programs and publications to foster international understanding on U.S. campuses.

It is in this spirit that we offer this publication of guidelines for U.S. institutions seeking linkages with institutions in other countries. We hope these guidelines will facilitate efforts by America's colleges and universities to enhance international collaboration and exchange and to strengthen international linkages.

Stanley O. Ikenberry
President
American Council on Education

INTRODUCTION

The scope and magnitude of the transformation of the international system over the last decade have created new and exciting opportunities for international linkages. The old order has been altered irrevocably by the break-up of the Soviet Union, the end of the Cold War, the emergence of new democracies, the globalization of the international economy, and growing demands for participation and equality. These changes have potentially profound consequences for U.S. colleges and universities. Whole areas once closed to us are now open; there is an eagerness and opportunity for interaction and collaboration that has not existed for decades in some countries; and, more countries are open to U.S. ideas and experiences. The suspicions of the Cold War have been replaced by the prospect of economic, political, and social development, and the United States is expected to play an important role. As the world's only remaining superpower, we are finding ourselves involved in the international arena in new ways. That, too, has potentially far-reaching consequences for U.S. higher education.

U.S. colleges and universities have a national obligation to produce well-informed students who can play an intelligent role in international trade, diplomacy, development, business, and security, and who, as citizens, can understand the world around them. International linkages can play a major part in that effort by providing a base for long-term cooperation. Linkages also can improve the quality of specific departments and enhance research output.

In his keynote address at ACE's 1997 Annual Meeting, Harvard University President Neil L. Rudenstine discussed the challenges to U.S. higher education of changing global realities. College and university presidents, he said, must "reexamine the adequacy of international studies—as well as the international dimensions of other programs. To what extent do our research and teaching reflect the fact that many events and systems are now global—not merely national or regional—in their scope?" To transcend national boundaries, "there is no substitute for direct contact with talented people from other countries and cultures.... We must sustain our commitment to international student and faculty exchange programs."

The increasing use of technology as a tool for communication and learning does not diminish the importance of face-to-face contact. Only through real (as opposed to virtual) exchange can we truly build the understanding and trust necessary to international collaboration and contribute to a mutual understanding that extends far beyond the boundaries of the institutions involved.

The fundamental changes that have occurred in the international arena in recent years and their implications for higher education make this a good time to establish new linkages. This guide is designed to facilitate that process. While intended primarily for colleges and universities not yet extensively involved in linkages abroad, we have included material that might be useful to those that already have significant experience with exchanges.

This document is the second revision of the 1984 ACE publication, *Guidelines for College and University Linkages Abroad*. It was prepared in response to requests for information and assistance from U.S. higher education institutions interested in developing formal academic contacts with institutions in other countries. The guidelines have been kept simple to maximize their usefulness to the greatest possible number of institutions. They include material on potential problem areas and suggestions on how to avoid them.

These guidelines are designed to help start the process, to outline procedures to follow, and to identify difficulties that might be avoided. The document distinguishes among three types of linkages: friendship agreements (without financial obligations); program-specific linkages (e.g., library exchanges, internships, language programs), which may or may not have financial obligations; and institutional linkages, which commit the college or university to broad-based programs and/or exchanges (e.g., faculty and student exchanges, joint research) and thereby carry financial obligations. These categories are discussed further later in the publication. We have included sample agreements for each type of linkage to give readers an idea of what some colleges and universities have done. These samples are merely illustrative; we make no representations regarding their appropriateness or legal sufficiency. We suggest that each institution have its agreements reviewed by its own legal counsel.

For those institutions just beginning to develop international linkages, a word of caution is in order. A formal linkage with another institution requires significant preparation. International linkage agreements can consume a great deal of time and resources. It is easy to underestimate the potential complexities and expenses of international programs.

U.S. colleges and universities have sometimes been caught up in the enthusiasm of current events in considering new linkages. Fifteen years ago, China was the country of choice because it was newly opened to the West. Recently, Russia and Central and Eastern Europe took center stage; then Japan, Mexico, and South Africa. Institutions should consider long-term institutional development interests—not merely current events—as they consider potential partners.

Universities in many other countries report that they have spent enormous amounts of time and money in preliminary discussions with leaders of U.S. institutions, often with meager results. When a country newly opens to collaboration and exchanges, as has happened, for example, in Central Europe and South Africa, the leaders of its colleges and universities receive many U.S. visitors, most of whom have good intentions but no concrete plans, and each of whom takes up hours or days of faculty and administrators' time. Most of these visits do not result in agreements (in part because no funding sources have been identified), and some visitors even fail to send a follow-up letter. In much of the world, the cost of entertaining foreign visitors strains already depleted budgets.

All of this suggests the need for thoughtful preparation and planning from the first moments of "consideration," through review and preparation, to the final signing of a formal linkage agreement. These guidelines are designed to help you think through that process in a way that will ensure success.

Chapter I

PLANNING INTERNATIONAL LINKAGES

Although this is a time of unparalleled opportunity for linkages abroad, the decision to make such a commitment requires careful consideration: Do international linkages make sense for this institution? Does the interest exist on campus to support these linkages? If it does not, could it be generated and sustained? What are the likely financial costs? How can sources of funding be found? What is the added value of an international linkage to our current educational offerings? Are there other ways in which campus exposure to the international arena could be increased without extensive commitments or direct institutional involvement (e.g., the use of private exchange organizations or participation in linkage programs that are run by other colleges and universities)?

Each college and university will have to examine its own situation. What are the educational advantages? What are the disadvantages? How does each linkage complement the mission of the institution? What are the potential costs? Are people prepared to make the commitment? Is the institution willing and able to provide the necessary reciprocity?

The process of establishing and maintaining linkages requires a major institutional commitment. At the outset, the process also will involve some expenses, even if linkages become self-financing in the long run. Effective linkages involve collaboration; they should provide benefits to both parties. Most institutions have found that the linkages that work best are those that involve a high degree of mutuality. If your institution understands the nature of the commitment being made and is ready to proceed, there are a number of preliminary considerations to examine.

PRELIMINARY CONSIDERATIONS

Planning

The planning process involves working through a number of questions and policy issues (discussed later in more detail), such as choice of site for the linkage, a cost and benefits review, assessment of campus interest, determination of the nature and sources of financial support, development of the actual program, communication with the overseas partner, and preparation of an agreement. A thorough planning process will facilitate communication in the university community about the linkage and will encourage the participation of students, faculty, staff, and administrators.

Planning becomes especially important when the linkage is dependent on outside funding. Grant writing and other fund-raising efforts can add at least six months to an institution's preparation time. Some funding agencies may require proof of support from a potential college or university partner abroad. In such cases, plans must be made far in advance of the grant deadline, since proof of that support usually entails communication, discussion, and possibly additional negotiations. A significant amount of time is involved in the grant process itself. For example, for National Security Education Program (NSEP) Institutional Grants that begin in January, the cycle begins in early February of the previous year; preliminary proposals are due in mid April; several applicants are invited, based on the results of an independent, merit-based review of the preliminary proposal, to submit final proposals that are due in mid August; and final selections are made in October. Both the United States Information Agency (USIA) application process for University Affiliations Program grants and the United States Agency for International Development (AID) University Development Linkage Project grants are under review,* but the lead time required has been at least as long in recent years as that for NSEP. A successful grant application almost invariably includes a well-developed long-term plan and rationale as part of the submission. That, too, takes time to prepare. The whole process can take as long as two years from conception to the actual start of the linkage, though it sometimes can be done more quickly.

Administrative Structure

Most effective linkages are administered through a central office headed by a senior administrator. This person should have institution-wide authority and must be authorized to speak and negotiate for the institution (subject to the usual review and approval processes). Many of the administrative issues that relate to linkages will have campus-wide implications, regardless of whether linkages are focused on research, study, or faculty exchanges. Even linkages involving a single department or program will usually have an impact throughout the institution and may affect broad institutional policies. The kinds of policies that might be involved include employee benefits (such as health care and sick leave), academic credit, grade equivalents, teaching loads for visitors, salary equivalents, tuition and fees, research clearance, access to campus facilities (libraries, computer networks, athletics), and availability of university housing.

Centralizing primary responsibility for linkages helps create a long-term record and memory of linkages, helps avoid duplication, helps prevent the establishment of unsustainable linkages, and helps build up a pool of administration-based international expertise that is easily accessible to the campus's leadership, faculty, and students, the surrounding community, and international visitors. Such offices function as coordinating and facilitating bodies that monitor agreements, arrange clearances, provide briefings, and assist with contacts. For academic programs abroad, the office can assist with student preparation and briefings, coordinate programs, translate and record grades, and maintain regular contact with those in charge of overseas programs. At some institutions, it may be desirable for some

* As this publication goes to press in July 1997, plans are being discussed by Congress to merge the U.S. Information Agency and the Arms Control and Disarmament Agency into the State Department. The U.S. Agency for International Development, while retaining its independent status, is to formally come under the authority of the Secretary of State. The reorganization of the foreign affairs agencies is expected to take two years. Consult the Web pages indicated in Appendix IV for further information on the programs mentioned and for possible new contact names and addresses, or consult the Web page for the State Department, *http://www.state.gov/*

aspects of the programs to be run by those involved in individual projects or by departments that have close ties to the language and area of the program (e.g., a French department or an African studies program). Such decentralization can encourage responsibility for a program, create a sense of community for the participants, and aid recruitment. In such cases, the university office may be primarily responsible for coordinating these activities. The key to long-term success is to ensure that all major decisions are centrally approved, even if some of the program administration is decentralized.

For linkages that are intended to have a university-wide impact, it is important to ensure that the programs are accessible to all eligible students and that they do not become the special purview of a single department, thereby excluding other potential participants. Many colleges and universities have noticed a significantly broader programmatic impact once it has been made clear that participation is not linked to membership in a specific department or college.

Poor coordination can prove extremely costly. When one U.S. university decided to centralize its international programs, it discovered dozens of signed linkage agreements of which neither the chief executive officer nor the dean of international studies was aware. Most of these agreements had substantial financial implications for the institution. Several were with the same institution (but had been made by different units, each totally unaware of the involvement of the others); many had never been implemented; still others were the subject of contentious debates abroad because of broken promises. Administrators, too, had made promises (sometimes unrecorded) that committed the university in a variety of ways. Total decentralization can result in high financial and legal costs, the potential for misunderstanding, and loss of good will.

Leadership

No matter at what level preliminary contacts are made, successful linkage programs require the full backing of the president or chancellor and all appropriate deans. A well-informed chief executive officer ensures that there will be few surprises as planning progresses. His or her commitment will promote and sustain the support of key personnel among the school's administration and faculty, provide legitimacy to the contract negotiation process, and ensure an institutional climate that is receptive to linkages.

Linkage exploration and planning should be conducted under the direction of the senior administrator involved in international programs (e.g., a vice chancellor or dean for international studies and programs, or, at a smaller institution, the chief academic officer), with the help of a broad-based committee. This committee should include faculty members who have extensive international experience. Faculty acceptance and advocacy of international programs are crucial to sustaining linkages. Some universities require approval of all linkage agreements by the faculty senate or other appropriate faculty body. Staff, student, and administrative representation also are desirable. We recommend that this advisory committee review linkage agreements periodically, monitor the programs over time, and advise the administration about ongoing programs.

When a decision is made to establish a linkage, the president or chancellor need not—indeed, probably should not—conduct the contracting arrangements, but should leave responsibility for its implementation to an appropriate senior administrator. However, the actual signing of an agreement provides a fitting occasion for presidential involvement. Once the formal linkage is established, responsibility for its administration should be delegated to the academic officer responsible for international activities.

Funding

Funding sources should be identified during preliminary program planning. Ideally, linkages should not require outside financing, but this is not always possible. If outside assistance will be necessary, administrators must ensure that it is obtainable before they proceed beyond the planning stages. Those programs that depend on supplemental funding often are short-lived. Total dependence on external funding will certainly limit program growth and flexibility.

Most programs are more expensive during their first few years because of the need for more frequent travel, communication, publicity, and other start-up activities. In most cases, the more often the program involves one-for-one exchanges of students which balance costs on both sides, the lower the cost to the institution. Some study-abroad programs are run with no additional expense to the college or university and with only marginal costs to participants (usually for transportation abroad) above what students would pay at the home college or university.

Choice of Region and Country

The choice of geographic area (and the country) in which the institution wishes to establish a linkage is of vital importance. The choice may be determined by existing conditions, such as previously developed contacts, the institution's particular academic strengths, or the existence of a sister-city link. If it is not, several factors should be considered when making a decision about where to establish a linkage: languages taught on campus, the relative strength of academic offerings that focus on various geographic areas, the demographics of the student population, international ties to the community, and local business and trade interests.

Most current U.S. institutional linkages still are with Western European colleges and universities. Many Western European institutions have ties to as many as a dozen U.S. institutions. Consequently, most U.S. students are missing important opportunities in other parts of the world. Linkages in Asia, Africa, Latin America, and Eastern Europe can provide particularly enriching learning experiences and opportunities for changing the lives of students, staff, and faculty in profound and lasting ways. There is rapid growth in linkages in some of these regions, and, while they can be more difficult to organize, that is not always the case.

Types of Agreements

The nature and extent of the preparation required for linkage agreements will be determined in large part by the type of linkage selected: friendship, program-specific, or institutional. Many linkages start out as friendship agreements and progress no further. Others entail specific programmatic links (e.g., an environmental research project, a joint teaching effort in Japanese languages); still others are broad-based or institutional. We discuss each type of agreement in terms of the nature and extent of commitment involved and implications for the institution. Each involves an increasing degree of complexity and, therefore, more extensive preparation. (For sample agreements, see Appendix I.)

Friendship and cooperation

These agreements are intended to encourage cooperation and friendship between institutions but should involve no financial commitments. Rather, these agreements often are used when the presi-

dents or chancellors of two institutions meet and wish to commemorate the occasion, express positive feelings toward each other's institution, and encourage mutual cooperation. Such agreements may be a first step toward a more detailed future agreement, or they may be the only step taken.

Sometimes U.S. college presidents and chancellors sign more detailed agreements during trips abroad and make premature commitments without first consulting with the faculty and administrators who will be affected. Most of these kinds of agreements do not have concrete results and may spark resentment on the part of the prospective partners whose expectations have been raised. Even agreements that are intended as gestures of friendship can unwittingly commit institutions to substantial financial obligations. All of this suggests the need for careful preparation, as well as efforts at mutual understanding, before entering into any agreement.

A "memorandum of understanding" can be a useful alternative when long-term planning and negotiations have not yet taken place. (See Appendix I.) Many presidents and chancellors carry copies of these memoranda (which often are beautifully printed and elaborately presented) when they travel abroad. Their importance should not be underestimated, since they protect travelers from the embarrassment of being presented with texts that might have other long-term implications. A memorandum of understanding attests to a successful meeting of representatives of two institutions and expresses a desire to promote friendship and cooperation. At the same time, no promises have been made, so the door is open for future action—following careful consideration.

Program-specific linkages

These agreements refer to specific programs (e.g., a library materials exchange, an internship program, a cooperative research effort, a departmental student exchange). They often are initiated by faculty members and frequently are facilitated by personal links to faculty abroad. Many program-specific links do not involve financial commitments. Some include very limited expenses (e.g., mailing costs for library material exchanges). Some, like one-for-one student exchanges, involve relatively minor institutional expenses but substantial bookkeeping and other administrative costs. Additional costs, such as international travel, can be borne by participating students, although some financial assistance may be appropriate to broaden participation.

However, some program-specific linkages can involve more significant expenses. Examples include summer language programs, internships, or study programs that are not direct exchanges. Even direct student exchanges can be costly if the countries involved have markedly different levels of economic well-being. For example, a Russian/English summer language program will require a subsidy; most Russian students cannot afford incidental expenses and have problems getting hard currency. U.S. institutions may be expected to help with travel expenses and to provide a stipend to cover the costs of books and incidentals. One key to success is to spell out the obligations and responsibilities of both parties (e.g., that tuitions will be exchanged on a one-for-one basis, that each institution will provide access to laboratory facilities, that the host institution will furnish room and board) as clearly and precisely as possible.

Broad institutional linkages

These agreements set the terms (e.g., responsibility for fees, credits, housing, visa assistance) for broad cooperation between two institutions. Agreements usually spell out a range of conditions, expectations, and obligations for participating faculty, undergraduates, and graduate students. They also symbolize a special relationship between the participating institutions. The linkage may

include faculty status for visiting faculty, equal access to courses for participating students, or use of facilities on a space-available basis. It is important that the meaning of such conditions as "faculty status" or "equal student access" be clearly spelled out. Does faculty status include an office, access to research funds, special library privileges, etc.? Will enough courses be open to exchange students each year to warrant a student exchange? If not, what are the alternatives? For student exchanges, the institutions may need to monitor many aspects of the process to ensure that both sides are protected (e.g., offsetting tuition, room, and board).

Broad institutional linkages may provide opportunities for both undergraduate and graduate student exchanges. It is important to realize that the implications of these exchanges may differ widely from institution to institution. Undergraduate exchanges usually do not require admittance by the receiving university, as long as the sending institution's requirements are met. They usually require a specific grade point average (often 3.0) and an appropriate level of language competence. At the graduate level, participation almost always involves admission by the receiving institution, as well as permission from the sending institution. This is partly because graduate programs are smaller and involve more extensive faculty contact, partly because of space requirements for labs, computing, and research centers, and partly because of the personal nature of graduate study.

Where large numbers of people are participating, institutional agreements may include provisions for special advisors, summer language programs, office space for program administrators, and sometimes even housing for participants.

Chapter II

DEVELOPING LINKAGES

If the linkage envisioned is one of friendship and cooperation, the preliminary preparatory steps discussed in the previous chapter should suffice. If, however, the linkage is program-specific, the following steps will ensure a successful result.

STEP 1: APPRAISING INSTITUTIONAL CAPACITY

It is helpful to start by developing a rationale for the linkage, especially if the institution intends to apply for U.S. government support or to carry out other fund-raising activities. A rationale that is rooted in the institution's overall mission and purpose is likely to be the most effective. The USIA's University Affiliations Program and its Citizen Exchange Program, the AID University Development Linkages Program (UDLP), and the National Security Education Program (NSEP) all require a substantive rationale and a long-term focus. The goals of the linkage program should be detailed enough to make a strong case for external support, and they need to answer the following questions: Why should taxpayers (or a foundation, donor, or corporation) provide funding for this project? In what ways does the linkage serve the national interest? What does it add to the training of students or to our knowledge of the international arena? How is it tied to institutional teaching, research, and service mandates? These questions must be answered in a powerful, unambiguous way.

Too often, the appeal of developing a formal linkage program obscures the operational realities that must be addressed when the program is launched. However compelling the impetus to create international linkages, it may not translate into institutional capacity to develop and sustain linkages. Leaders who are considering a linkage need to critically assess the proposed program's impact on the institution's mission, resources, and finances.

Once a decision has been made to proceed with either a broad institutional or a program-specific linkage, a number of questions should be addressed by the responsible campus administrator and the advisory committee. It is useful to start by taking an inventory of institutional resources that are germane to international activities. This task includes:

- compiling data on existing faculty resources;
- assessing program support units, including the library, study abroad capabilities, laboratories, special community outreach efforts involving practical training and/or internships, host families, counseling, and related support services for international students;
- reviewing the curriculum to see what is offered currently and what the potential is to internationalize existing courses and establish new majors or minors;
- appraising campus interest in the linkage and the viability of the linkage over several years; and
- assessing potential sources of financial support.

Once it has a clear understanding of campus resources, the institution can begin to consider the following questions:

- How does this linkage support the overall mission of the institution?
- Do the institution's current international efforts reinforce the goals of the proposed linkage?
- How would this linkage assist with the institution's overall internationalization?
- Does this linkage fill any gaps in existing programs?
- Are there faculty with special area interests, research, or training projects abroad who could serve as liaison?
- Are faculty and administrators sensitive to cultural differences that might affect the establishment and operation of a formal linkage program?
- Why should a foreign institution consider a formal linkage with the institution?
- Which of the institution's resources could be used to support and leverage a formal linkage with a foreign institution: area and language studies programs, business internships, international development and research activities, special library collections, research facilities, training opportunities, assistantships, technical assistance programs, outstanding faculty?
- Are there sufficient internal financial resources to establish the linkage program? Are there sufficient internal financial resources to maintain the linkage over the long term? Are there sufficient financial resources for funding special facilities and/or services that might be required by the linkage?
- Is there a strong commitment to a linkage, and is there adequate understanding of the implications, risks, and opportunities of the program?
- Are foreign language programs adequate to provide training for staff and students participating in linkage activities which require language facility? What English language programs are in place to assist international participants?
- Do other U.S. institutions have linkages to institutions in the same geographic area? Are there possibilities for multi-institutional collaborative relationships? Will the benefits of pooling knowledge and resources and sharing risks and costs outweigh the pitfalls of bringing another institution into the planning and negotiating process?
- Are there local business or other community resources that might be useful for linkages in general or for linkages in specific geographic areas?
- Is there a good knowledge base about the culture, politics, economy, and academic systems of the host country? If not, how could the existing knowledge base be expanded?

Step 2: Choosing a Partner Abroad

If the institution has already identified a partner, skip to step 3. If not, the institution must review its options and assess the relative merits of each. Once a commitment has been made, it is difficult to make any changes without engendering both hard feelings and legal problems.

After selecting an area of the world in which to seek a linkage partner, the next task is to choose a country and a college or university for the linkage.

Find out about the higher education system in the proposed country. Resource materials are available for consultation. The American Association of Collegiate Registrars and Admissions Officers (AACRAO), for example, publishes the World Education Series; each volume contains an overview supported by detailed descriptions of the nation's education system. Multinational organizations such as the World Bank and UNESCO have also published a number of studies of higher education. (See Appendix II for other examples of useful publications.) U.S.-based area studies groups and foreign language associations also can supply information. (Examples of these are listed in Appendix III.) Excellent reports that describe the economic and political climates of other countries are produced by The Economist Intelligence Unit. At later stages of the inquiry (once a country has been chosen), desk officers at USIA, the Department of State, and AID* can provide country-specific information. Other useful sources include:

- associations and international organizations such as the International Association of Universities or groups such as the International Council of Scientific Unions, the International Social Science Council, and the Food and Agriculture Organization of the United Nations, which can provide more subject-specific information (see Appendix V for Web sites of sample international or regional organizations);
- other colleges and universities that have established linkage programs in that area or with that institution;
- the cultural attache at the embassy of the target institution, or, if there is none, the ambassador (*http://www.embassy.org/* contains a list of embassies in Washington, DC); and
- Web sites and electronic listservs set up by organizations or institutions to provide ready avenues of communication among U.S. and another country's institutions. The ACE/ANUIES Network is an example (*http://www.wiche.edu/elnet/ace-anuies/index-indice.htm*); it promotes collaboration among U.S. and Mexican institutions.

See Appendices II and III for other information sources in the United States and abroad.

If your institution does not have a candidate for a linkage, ask faculty members about their links to institutions in the geographic area of choice. Administrators often are surprised at the wealth of experience on their campuses. Even if a particular faculty member is not interested in taking a major role in the linkage, he or she may be able to provide valuable information and useful contacts for those who are working on possible linkages. If faculty contacts do not prove helpful, explore possibilities among the institution's staff, administration, alumni, trustees, and community members. Or, contact appropriate associations (see Appendix III). Remember that while these organizations do

* See footnote on page 4.

not generally serve as brokers or clearinghouses, they may have information on particular institutions or resources.

Informal contacts set the stage for formal contact with the proposed linkage partner and can help the institution obtain the information needed to choose a partner institution. Faculty, alumni, or representatives of community groups traveling abroad may be included in discussion of the linkage idea with colleagues at the proposed institution. These contacts are a good way of learning about the potential partner institution's experience with linkage programs.

It sometimes is desirable to send an administrator to visit potential partner institutions. Prior to doing so, however, it is important to write, telephone, or fax the appropriate senior official (usually the rector or vice-chancellor) for an appointment. Otherwise, the representative may be met by individuals who do not have power to speak on behalf of the institution. The representative should carry a letter of introduction. (A sample "Letter of Introduction" is included in Appendix I.)

It is important that representatives also take along material about their own institutions to exchange with prospective partners. It is especially important to include information that highlights what the institution can offer the overseas partner. It also is useful to include information about U.S. higher education for those who are unfamiliar with our system. If a representative does not visit the potential partner, such information should be mailed. (See ACE's "An International Visitor's Guide to U.S. Higher Education," listed in Appendix II.)

Whether the linkage is project-specific or a broad institutional linkage, certain issues should be considered as the institution reviews its options:

- The advantages of this agreement to the proposed partner. Does your institution have something to offer that will be attractive to the proposed partner, that will complement its program, meet some of its needs, or offset any of the costs or inconvenience associated with a linkage?
- The reputation of the potential partner. Is there anything to suggest that problems will arise or that suggests caution and further investigation are in order before an agreement is signed?
- The potential partner's capabilities for managing this program. Does the institution have the necessary staff and expertise?
- The enthusiasm of the potential partner. While passive agreement may be sufficient for some projects, a lack of enthusiasm can spell disaster in the long run. An eager partner, on the other hand, can often overcome even the most daunting problems and will work to make participants' experiences productive and enjoyable.
- The availability of adequate housing (on campus or in the community) for the faculty, students, and/or staff involved.
- The need for special permits or other documentation. Some countries have formal requirements for research clearance, visas, the importation of personal computers (even temporary), or research equipment. Most colleges and universities abroad can provide information about the requirements and can assist in obtaining necessary clearances. (Information about visa requirements can be obtained from embassies in the United States.)
- The need for an adequate financial base, if any budgetary commitment is expected of the partner institution.

Following are considerations related to program-specific linkages. For broad institutional linkages, skip to section 2b.

2a. Program-specific Linkages

The choice of both a country and a partner for a program-specific linkage may be determined by the program itself. Research linkages will be limited by facilities, the research climate, access, the availability of trained personnel, etc. Language programs will be determined by the language desired, although there will be some latitude in terms of selecting a particular college or university. Internships will depend on the availability of appropriate organizations and institutions that are willing to accept foreign students. Where project concerns are not restrictive, the choice can be guided by institutional priorities and needs. For example, if the institution runs a strong South Asian program but lacks advanced language instruction, a summer intensive language program might be set up at an Indian college or university. If the botany faculty need tropical field experience, a project might be arranged with the University of Costa Rica that would allow Costa Rica botany faculty to use the U.S. institution's advanced equipment during the summer break.

In addition to their highly focused purpose, program-specific linkages are often cost-effective because campus constituencies are receptive to the program's opportunities. Program-specific linkages may make it possible to limit travel and coordinating expenses. For example: A particular department supports the development of a business internship program in France. The faculty at both institutions make the arrangements, with the help of business connections in the United States and France; students cover their own travel costs and are paid a small stipend by the host firm to cover living expenses. The French institution's business school sends an equal number of students for summer internships at U.S. businesses.

In another case, the need to interact with colleagues in other countries results in faculty-developed collaborative research projects. These result in joint grant funding. The project takes place without any university assistance beyond administration and coordination. In still another example, the desire of medical faculty to meet their colleagues abroad in order to exchange ideas and keep abreast of professional activities fosters a cooperative faculty workshop with a university in Japan. An internal grant from each university covers the cost of travel for five faculty; the venue alternates between the two campuses each year, and participating faculty host visitors in their homes. Both institutions benefit at very little cost.

The focused nature of these kinds of linkage agreements makes the preparation less complex than for broad institutional agreements. Nonetheless, several issues should be examined, and great care should be exercised to ensure that obligations and responsibilities are clear. Among the areas to be examined are:

- the appropriateness of the partner institution for the specific project envisioned;
- the availability of essential personnel and facilities (at home or abroad) at the time the project is to take place. While many institutions have the necessary personnel and facilities (labs, equipment, vehicles), they may not be available when needed by those involved in the project abroad;
- the commitment of those who suggested the linkage and their ability to raise or provide the necessary funding;
- the support for the project that may or may not exist within the unit, especially if its cost could restrict the unit's access to other resources;
- the administrative skills of the individuals involved and the kind of assistance they will need to help the project reach fruition; and

- the availability of able leadership within the unit to build and maintain cooperation with their counterparts overseas and to sustain the program over time. Some of the most enthusiastic international entrepreneurs may leave the institution. Others establish projects that become self-sustaining or that grow into broad-based institutional linkages that profoundly affect both institutions.

2b. Broad-based Institutional Linkages

Institutional linkages, especially those involving multiple student exchanges or study abroad programs, require more extensive preparation. It is wise to consider more than one college or university before making a final selection. The institution can develop a potential partner profile by examining the following questions:

- What is the academic quality of the proposed linkage partner?
- What are the institution's strongest areas?
- What are its weakest areas? Will they pose problems?
- What services are provided by the institution?
- Does the institution have experience with international linkages? Have other U.S. institutions been involved in general institutional linkages with this institution? If possible, contact officials at these institutions and find out if they have found the linkage to be fruitful and generally problem-free.
- Will the institution meet participant needs and expectations?
- What is the nature of administrative arrangements for institutional linkages at the potential host institution? Does a single office oversee linkages? Does it seem to be prepared for the additional responsibilities this linkage will entail? Is communication with responsible officials relatively easy by telephone, fax, mail, or e-mail? If not, is the communication capability adequate? Does the institution seem prepared to respond to emergencies?

To assess the compatibility of potential linkage partners:

- Rank order the choices (privately). It is important to select a "back-up" institution and site in the event that a natural disaster or civil strife requires a change in venue.
- Learn whether the potential partners have ties with other U.S. institutions. Will that affect this program? Consider whether cooperation or a consortium would be feasible. If so, explore the idea.
- Review each potential partner in terms of programs, faculty, student body, location (urban or rural), health services, etc. Assess the choices in terms of their overall quality.
- To the extent possible, assess the adequacy of each institution's academic facilities, classrooms, laboratories, studios, practice rooms, etc., keeping in mind that institutions in developing countries generally will not have the kinds of facilities that U.S. institutions have. Review provisions made for using books and other learning aids, including access to libraries, research collections, and information technology. Will students need to bring books?
- Clarify whether academic and personal advising and other support services are available to students and faculty. Many universities in Europe and elsewhere, for instance, do not provide

housing or extracurricular programs for students. Can any special programs be arranged to help develop cross-cultural understanding?

An important area of consideration for some institutions is whether the proposed linkage institution is accredited or officially recognized. The term "accreditation," as used in the United States, implies peer-approved academic status for an institution. Accreditation is a uniquely American process. For most colleges and universities abroad, official approval from the Ministry of Education (or another appropriate ministry) ensures a similar legal status and means the institution is an officially recognized, degree-granting postsecondary institution. While there may be no direct relationship between ministry approval and the quality of programs established through the formal linkage agreement, all parties to the agreement must be comfortable with, and knowledgeable about, the legal status of each institution involved in the linkage. Confirmation of such status can be obtained through the country's Ministry of Education or through the cultural/educational offices of its embassies.

Step 3: Initial Formal Contacts

Once a decision is made to proceed, a letter from the president or chancellor of the proposing institution should be sent inviting the selected institution to consider becoming a partner in a formal linkage agreement. The letter should include:

- a rationale for the linkage and a description of potential advantages to both institutions;
- strengths of the proposing institution and comments about how they complement specific interests of the proposed partner institution;
- evidence of appropriate resources on campus (academic, administrative, physical, and financial) to support the linkage commitment;
- proposed responsibilities for each linkage partner in terms of academic, financial, administrative, and physical organization of the linkage;
- a proposal of how program costs would be met;
- a suggested procedure for implementing the linkage agreement;
- evidence of interest in an exchange of on-site visits and future negotiations; and
- a suggested timeframe for the linkage planning process. The recipient must be given ample time to consult with appropriate people or offices and to draft an informed response. Given the vagaries caused by distance and communications difficulties, the initial inquiry should be followed up by a phone call, fax, or e-mail after two or three weeks.

Step 4: The Negotiating Process

The parameters of the negotiation should be planned before a formal on-site visit takes place. This includes a general understanding of the aims and a focus on areas in which there might be disagreement, as well as a range of possible solutions.

Broad preparation for the negotiation phase of the process on both campuses is essential. While the chief executive officers should be involved (or at least informed), the persons at both institutions who eventually will have responsibility for the operation and continuity of the program should oversee the negotiations. Academic department heads or deans of faculties, as well as faculty members who might participate in initial linkage programs, should be included in discussions. Student affairs and foreign student officers also should be included. The business officers and legal staff of both institutions should review and discuss proposed agreements.

The process includes the following steps:

- Specification of mutual program goals. These should be clear enough to withstand review and evaluation.
- Plans for implementation of these goals. These should include agreement on the following items (where appropriate):
  - —which departments (divisions, faculties) will participate, the degree of involvement of other programs, and curricular adjustments needed to accommodate the linkage;
  - —the minimum/maximum number of faculty and/or students to be involved in the program (initially, annually, or for a specified period thereafter);
  - —provision for payment of faculty salaries and benefits, housing, transportation, arrangements for spouses/families, replacement of faculty members who will be abroad, and any change in faculty status which would occur as a result of an overseas appointment (i.e., rewarding the period abroad in the promotion, tenure, and salary system);
  - —student admission requirements, record keeping, and transcript arrangements;
  - —grading and grade transfers from the overseas institution to a U.S. format and vice versa. The process and translation system should be agreed on in advance. Do not assume that similar letter or numerical grades are equivalent. For example, at some institutions abroad, only one or two "As" are given per class and no scores can be higher than 85 percent. Students should receive grades that reflect the practice of their home institution so their period of study abroad does not suggest a lower level of performance (unless they do poorly in the program);
  - —credits per course and comparability of requirements for degrees at the home institution;
  - —student tuition, housing, board, health services, intersession housing, and cultural opportunities;
  - —level of language proficiency required for participation (at both institutions), means of evaluating that proficiency (TOEFL, proficiency testing, etc.), and provision for acquiring or improving language proficiency;
  - —orientation and debriefing of visiting faculty and students;
  - —academic calendars (semesters, quarters, time of year) and special programs (short- or long-term training, research);
  - —faculty and student access to facilities and services (laboratory equipment, computers, secretarial services, etc.);
  - —faculty status and privileges;
  - —administrative and physical space arrangements for the program; and
  - —community outreach and related off-campus cross-cultural opportunities.

- A statement that any agreement eventually reached would be formalized in writing and signed by both parties.
- Establishment of financial parameters applicable throughout the linkage, including:
  —payment and foreign exchange provisions for all currency transactions;
  —possibilities for "in-kind" support as well as direct financial payments;
  —provisions for regular accounting and auditing of funds; and
  —banking facilities to be used and their cost and availability to participants.
- Plans for regular mutual review and evaluation of the program.
- Establishment of communications linkages, including computer networks such as bitnet and internet and fax transmitting and receiving equipment.
- Establishment of operational responsibility (including specific areas of accountability) and delegation of these areas to specific personnel at each institution (including information on release time for each individual to carry out these responsibilities).
- The status of any administrators involved in the program abroad and their rights and privileges at the partner institution.
- Consultation with legal counsel and development of terms of desirable contracts, written agreements, and/or letters of understanding and procedures for the negotiation process and future dealings.
- Plans for on-site visits.

Not all of these items need to be spelled out in a draft agreement, since some (e.g., faculty and staff salaries and benefits) vary by the person and the year and others are relevant only to one institution. Nonetheless, it is important that there be a general understanding of all issues affected by the linkage. The draft agreement should be circulated among officials at the cooperating institution for their comments. General agreement should be reached well before a formal signing date is set.

Step 5: The Formal Agreement

A written document—preferably in both English and the language of the partner institution abroad—should be signed and exchanged by the presidents (or appropriately delegated senior administrators) of both participating institutions. The initial agreement should specify a time for the program's first review and evaluation (e.g., two years). Conditions for withdrawal and requirements for written notification of intent to withdraw from the agreement (e.g., six months' notice) should also be specified, as should provisions for modification of the agreement (by mutual consent). Many institutions limit agreements to five years, with appropriate language allowing for extension or renewal by mutual consent. The nature of the relationship and the terms of the agreement should be reviewed by legal counsel.

On-site Visits

In the best of all possible worlds, on-site visits (in both directions if an exchange is involved) could be a two-stage process. The first visit could be an exploratory trip taken by an advance team that would

include one or two members of the planning group, though not necessarily the chief executive officer. It would be conducted after initial formal contacts had been successfully concluded by both proposing and proposed institutions (Step 3) and after many of the negotiation considerations of Step 4 had been resolved. The first visit would include observation of the following components:

- academic program: classroom facilities, mechanics of registration and withdrawal, libraries, laboratories, computer facilities and access, procedures and criteria for awarding academic credit, offices, faculty credentials, language of instruction, and resources for special study and research;
- administrative support: administrative personnel, transportation costs, living arrangements, office equipment, communications, operational expenses, banking and money transfers, types and schedules of payment for local services;
- students and student life: orientation programs, room and board, transportation, off-campus programs, access for physically disabled participants, clothing needs, medical support, athletics opportunities; and
- culture and quality of life: political stability and openness, student/faculty perceptions of and interest in the linkage, cultural opportunities, bureaucracies (local government, ministries, police, university, customs, post office, telephones).

The aim of this visit is to work out details of the agreement, to enable officials to become familiar with the institutions, and to help campus leaders get to know one another. Both institutions should be far along in the negotiating process. It should be recognized that for the proposed linkage partner, the efforts involved in setting up the on-site visit are as expensive and time-consuming as the trip abroad is for the advance team.

In some countries, formal meetings with senior officials, courtesy calls during visits to campus, and the ceremonial exchange of tokens of appreciation (e.g., the college or university seal, a high-quality book with pictures of the campus, a boxed pen with the campus logo) are expected. Often these are formal meetings with appropriate brief speeches expressing appreciation and good will. Americans tend to be less formal about such contacts and may plan to skip "courtesy calls," but their importance should not be underestimated. Their cost is small, and they may open new doors and create new friendships.

In a mutual exchange, a return visit should be expected by officials from the partner institution. Care should be taken to ensure that no more hospitality is enjoyed on the initial site visit than can be extended to the partner institution's team. A great deal of unhappiness has been created by U.S. visitors being willing to accept accommodations and meals abroad but being unwilling to reciprocate in the United States (because of either budgetary or legal restraints). If the institution cannot reciprocate, it should pay its own way abroad.

Ideally, the chief executive officers or appropriate senior administrators of both institutions should sign a formal linkage agreement during a second visit. However, a second visit is not essential and can be prohibitively expensive. The majority of issues relating to a linkage can be dealt with by phone, fax, mail, and e-mail. The rest could be resolved during a single visit. While formal signing ceremonies are an excellent way to publicize a linkage and to build good will, they can be left to a later date, for example, during travel for review of the project or assessment of student progress.

Legal Considerations

The laws and bureaucracies of the country of the proposed linkage partner can be complex and confusing. Prior to signing any formal agreement or contract, it is essential to learn about the applicable legal practices of the host country. All parties to the linkage program should have reached the same understandings concerning all factors of the agreement. All considerations affecting the operation of the linkage should be put in writing. Legal areas of review include:

- visa and entry requirements (and possible institutional assistance);
- taxes and fees;
- contracts;
- legal liability (e.g., health and accident insurance);
- personal conduct and social mores (e.g., drugs, alcohol, sexual relations);
- provisions for changes in content of the linkage;
- employment laws and restrictions (including those for spouses);
- provisions for changes in currency exchange rates; and
- provisions for emergency situations within the institution (e.g., strikes, delays in receiving funds or services) or off campus (e.g., civil strife) or conflicts involving individual students or faculty.

In drawing up the final agreement, each institution needs legal counsel, particularly if the agreement involves substantial financial commitments. The proposing institution needs to ensure that the linkage institution is legally empowered to enter into a binding contract.

The Document

Consultation with legal counsel is advisable, but a statement or brief paragraph on each of the applicable items mentioned below should suffice for the formal agreement. There undoubtedly will be annual fluctuations in the numbers of participants, for example, as well as periodic changes in the financial terms of the linkage. It often is advantageous to avoid excessive detail in the document. By using broad terms, institutions may be able to avoid frequent revisions of the document; keep in mind, however, that questions may arise on points that have not been addressed in detail and may lead to disputes between the parties.

The document should include:

- a statement of mutual goals;
- the name, address, telephone number, fax number, and e-mail address of the contact person responsible for administering the program at each institution;
- expected levels of participation (for students, faculty, and other individuals for occasional special projects);
- the financial responsibilities of each institution, including program as well as administrative costs, method of currency evaluation, and management and accounting of money;
- effective date and duration of the trial period;

- provisions for periodic review or evaluation;
- provisions for changing the scope of the program; and
- a release clause with a specified time period between the giving of notice and withdrawal from the program.

The agreement should be drawn up well in advance of the proposed effective date, since either partner may wish to make final revisions after consulting with key persons on their own campuses or with their institution's governing body. The official, final version of the agreement should be written in both English and the primary language of the linkage partner. Be sure to allow sufficient time to verify the translation. The importance of checking translations carefully cannot be over-emphasized. One institution learned that a translation error in the non-English version doubled its financial liability.

Please note that the above discussion is not intended to serve as legal advice and should not be relied upon as such. All relevant considerations should be reviewed thoroughly by attorneys at each institution.

Chapter III

OTHER CONSIDERATIONS

Many other issues and concerns should be addressed in the process of setting up a linkage. Some of the more important are listed here. They include issues of finances, language competency, quality, local laws and customs, orientation, program announcements, and other practical details.

Finances

Inflation and fluctuations in currency exchange rates can impede program planning. International financial transactions should be kept to a minimum. Reciprocal exchange of services between the two institutions, for example, reduces the number of currency exchanges. Student exchanges are easier to organize when both institutions (and countries) are at about the same economic level. In such cases, careful preparation of agreements can ensure equitable cost sharing by the participating institutions, even though the methods of financing higher education may differ.

A reserve fund to cover exchange rate decreases should be maintained. Tuition fees for study abroad programs should be paid in advance or arrangements made for advance payment or automatic transfers from scholarships or trust accounts. Several colleges and universities have had problems with students who failed to keep up with fee payments during the course of an exchange program. Participants should be given estimates of incidental expenses (minimum, average, and generous) and should be required to bring at least the minimal amount. Institutions should consider medical coverage in calculating the cost of their programs.

The availability and cost of banking services vary. In some countries, certain types of transactions are subject to substantial service charges. Be sure to examine the banking system and its requirements, as well as the services provided by banks at or near the college or university. Arrangements often can be made in advance that will allow easy (and cheaper) transfers from bank branches in the United States; alternatively, banks that have correspondence arrangements can be used. It sometimes is possible to make arrangements in advance to deposit personal checks abroad. Some countries (including the United States) restrict the amount of hard currency that can be brought into or out of the country.

Language

Where the language for teaching and lecturing is not the same in both countries, the participating institutions should develop a language policy for the linkage. Where the focus of the exchange is research, the policy might be to encourage and assist with language training. The need for communications skills in the language of the country may vary from department to department (e.g., programs in the humanities may require greater proficiency in the foreign language than programs in the sciences), but, as necessary, faculty and students should have the opportunity to learn or sharpen their language skills. In some countries, the language of instruction might not be taught at the home institution (e.g., Hungarian, Russian, Arabic). Establishing summer language programs on campus might help, but a short-term intensive program will not be enough for beginning students to become proficient in a foreign language. Some study abroad programs in non–English speaking countries are taught in English. While not as desirable as total immersion in the language, they often provide valuable international experience and offer further language training during the student's stay in the host country. Even in parts of Africa and Asia, where classes are taught in English, Portuguese, or French, students can benefit from instruction in indigenous languages (e.g., Swahili, Hausa, Hindi), thereby gaining access to the vast majority of the population outside the university that does not speak the language of instruction.

Program Quality Comparisons

Institutional linkages frequently involve assumptions about the comparative quality of instruction and curricula at the two institutions. For example, in a study-abroad setting, the U.S. institution gives credit for coursework at university "x" in country "x" as if it were a course at its own campus. The institution thereby asserts that a French or history course at the institution abroad is equivalent or comparable to a similar course at home or that the course plus the "international experience" is the equivalent of a course at the home institution. It is important to acknowledge that these assumptions exist because they can lead to contention if they are not thought through carefully and agreed upon in advance.

Local Laws and Customs

It is critical that officials and program participants recognize the importance of local customs and laws. Far too many participants have found that violation of local laws, norms, and customs can have serious consequences. Laws, customs, and norms about the use of drugs and alcohol, dating, sexual relations, and religion often are very different from those in the United States. Penalties for marijuana use, for example, often seem extreme by U.S. standards and can lead to long jail terms. In some countries, interaction between the sexes is restricted. Views about modesty differ from place to place, as do expectations about communication between people of different ages and status. It is essential that program participants understand that they are bound by the laws of the host country. No university official or embassy employee can protect them from the full force of law if they are caught violating it. It is equally important to understand local norms and customs and the implications of violating them. Many countries have expectations about attire that are much different from our own. To violate those norms is to demonstrate disrespect. In some cases, disregard of local custom can

result in serious incidents. That does not mean that participants should demean themselves if local customs are racist, sexist, or personally humiliating. But it is unrealistic to expect to gain respect and understanding by insisting that the only viable norms are our own. If local norms and customs prove too arduous or disruptive, college and university officials should consider other venues. On the other hand, part of understanding others is recognizing and respecting the important aspects of their heritage and culture, even when we differ about some of their values.

Announcing the Program

Signing a linkage agreement can herald the start of a campus-wide campaign to stimulate interest and involvement in the new international program. Without extensive publicity on and off campus, there is no guarantee that information about opportunities abroad will reach intended audiences.

Announcement of the linkage program should contain as much specific information as possible. Written announcements can be sent to the local media, appropriate higher education associations (as an article for publication in newsletters), alumni, corporate and civic leaders, institutional benefactors, governing boards, and any other people or organizations connected with the institution.

Brochures describing the program might be made available to recruiters and admissions officers. A one-page information sheet could be distributed widely on campus as soon as the linkage agreement has been signed. Web sites and electronic listservs can be used for announcements. Essential information includes program dates, location, current and proposed fields of study, opportunities for students and faculty, program costs, and a campus contact person or office.

Make a special effort to contact local groups from the country of the linkage partner. As the program becomes operational, these groups can play an active support role, and they can serve as an invaluable community resource for program participants. For student exchanges, internships, and study abroad programs, an open meeting should be held well in advance of the application deadline. At the meeting, describe the program, eligibility requirements (including language competency), duration, cost, and other general information. Invite students or faculty who have had such experiences to talk about them.

A special effort should be made to recruit minorities and other students who do not often participate in study abroad. Scholarship support, for example, may enable them to participate. Some colleges and universities have found that a disproportionately high percentage of study abroad participants are women; many are humanities majors. Encourage minority students, those in the sciences, those with disabilities (where they can be accomodated), and male students to take part—it is an opportunity they have been missing.

Prior to Departure

Prior to participants' departure, the following steps should be taken:

- Prepare a comprehensive orientation program. This preparation is very helpful to students and faculty going abroad. Some institutions offer language courses and relevant area studies courses in the summer or semester preceding a study abroad program.

- Check on the possibility of reduced air fares for groups or education institutions. Getting tickets early can result in big savings.
- Prepare and distribute reading lists about the country and material about the host institution. This gives participants a better idea of the living conditions and can help minimize culture shock. Some participants (including faculty) will have an adjustment problem. Unprepared students have refused to get off the plane or have returned from places as similar to the United States as England after only a few days abroad.
- Inform participants and their families of emergency numbers and procedures. Have plans in place to deal with civil strife, serious illness, psychological problems, and accidents. Urge participants to keep in close touch with their families. Many emergency calls to U.S. embassies abroad come from worried parents or spouses who have not heard from a program participant; often, a letter could have prevented the problem.
- Keep in regular contact with the partner institution. Notify administrators of arrival dates and times, even if they are not meeting your students or faculty. Make sure that housing and other facilities will be ready when participants arrive. It is worthwhile to pay someone to meet exchange students, unless they are accompanied by faculty or staff. This ensures that any problems with visas, transportation, baggage, or accommodations can be dealt with on the spot. The small expense involved may make the difference between a successful program and a disaster.
- Arrange to have someone give participants a tour of the campus and the surrounding area. Many universities abroad already offer such tours. Ask them to include important sites as well as good places to eat, theaters, laundromats, shopping areas, and so on. Ask them to discuss conditions in the area that will help make the participants street-wise. Should some places be avoided at night? Can women travel alone? Is petty theft a problem? Where are U.S. citizens most welcome? Where do students hang out? Are there faculty or student restaurants?
- Consider having participants (especially if they are students) travel together to the host institution. (They can go home alone.) There are too many horror stories of "missing persons" resulting from ad hoc travel arrangements. It can be difficult to find a student who does not show up on the first day of classes in Calcutta, Cape Town, or Paris.
- Make arrangements to periodically send copies of the campus newspaper and/or other items to program participants. Some institutions send a monthly newsletter to all faculty and students abroad.
- For students abroad, make special arrangements to meet their registration needs for the next term at home.
- Be sure that someone is in regular contact with participants and can inform the home institution if problems are developing or if there are special needs. Have a senior campus official or faculty member visit the participants at least once during their stay. Regular contact with students, staff, and faculty by phone, fax, mail, or e-mail can contribute to a successful experience for everyone.

Chapter IV

CONCLUSION

The possibilities for new intellectual and personal experiences in the international arena have grown exponentially in recent years. With that growth have come opportunities and challenges for U.S. higher education. We hope that this material will prove helpful as your college or university evaluates the possibility of forming linkages with higher education institutions abroad. If you have any suggestions for changes or additions to these guidelines, please share them with us. We hope that the complexities and challenges noted here have not discouraged you, but rather have called your attention to issues and helped you deal with problems that might limit the success of an otherwise rewarding experience. Enhancing international opportunities on our college and university campuses is one of the best ways we can help our students, faculty, and nation prepare for the new tasks and challenges that await us. We wish you success on your journey.

APPENDIX I

SAMPLE AGREEMENTS

A. SAMPLE MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding between
The University of Great Expectations, Washington, DC, USA
and
The College of South Asia, Calcutta, India

This Memorandum of Understanding between the University of Great Expectations (U.G.E.) and the College of South Asia (C.S.A.) reflects general consensus resulting from meetings between the leaders of these institutions.

We, the undersigned, have met in the spirit of international understanding and good will to examine the possibilities for enhancing educational and research cooperation by our students, staff, and faculty.

Following very fruitful discussions between us, we agree to explore these goals at our respective institutions over the next few months.

While no commitments binding our institutions have been made by us, we sign this Memorandum of Understanding in recognition of our common interests and as a token of our good will.

Signed:

_____	_____
For the University of Great Expectations, Washington, DC, USA	For the College of South Asia Calcutta, India

Signed on the _____ day of _____, _____.

B. Sample Program-specific Agreements

Agreement between
The University of Great Expectations (U.G.E.), Washington, DC, USA
and
The University of Opportunity (U.O.), Paris, France

Aims:
The need to enhance the quality of instruction at the university level, especially for first-year students, has led the participating universities to make a study of the production and introduction of new teaching technologies (e.g., computers, video, audio).

Based on the results already obtained by both institutions, the parties to this agreement have decided to collaborate on a study of needs and new technologies and to explore the possibility of joint production of materials.

The parties will include both teaching and research units in this collaboration so that the technical tools produced will draw on expertise in both areas.

Article 1: Primary Responsibility
The collaboration will take place under the aegis of the Chancellor of U.G.E. in Washington, DC, and the President of U.O. in Paris. These individuals will ensure that the joint projects are in keeping with their own university's development plans and that funding and personnel requirements for the collaboration are met.

Article 2: Project Directors
The collaboration will be piloted by U.G.E.'s Office of Instructional Development and U.O.'s Centre d'Enseignment. Internal liaison with the Chancellor's office at U.G.E. and with the President's office at U.O. will be assured by U.G.E.'s Dean of International Studies and by U.O.'s Vice President for International Affairs.

Article 3: Participants
Each institution will select participants after consultation and agreement on the academic subject areas of primary focus for the project. Selection will be made by the Office of International Studies and the Centre d'Enseignment in such a way as to ensure common lines of inquiry and to enhance the possibility of the production of multimedia tools.

The universities' scientific teams will take part in the conception and realization of these products.

(continued)

Article 4: Financing
The participating universities agree to provide their own resources and to facilitate the exchange of faculty if and as necessary for the smooth operation of the project. Each institution will cover the costs of four faculty full-time equivalents (FTEs) for the project and will be responsible for their travel, research, and other expenses.

Article 5: Topics
Every year, a joint announcement will detail the topics and means available for the project. Among the possible topics are art history, oceanography, and geography.

Article 6: Property Rights
The rights to any material produced will be held jointly by the two institutions, with any income accruing from the sale of this material to be divided equally between them.

Article 7: Duration and Notice of Revocation
The present agreement will be in force for a period of three years, beginning January 1, 1998, renewable for three additional years by mutual consent of the parties.

The agreement may be revoked at any time, with six months' advance notice required prior to the beginning of each academic year.

Signed:

_____	_____
Chancellor, The University of Great Expectations, Washington, DC, USA	President, The University of Opportunity, Paris, France

Signed on the _____ day of _____, _____.

C. General Institutional Agreements (Sample One)

Student Exchange Agreement between *The University of Great Expectations* and *The University of Opportunity*

1. OBJECTIVE
To promote international understanding and to enhance educational opportunities for their students, The University of Great Expectations and The University of Opportunity hereby establish this agreement for the exchange of undergraduate students.

2. NUMBER OF PARTICIPANTS
The exchange shall commence with the _____ term and shall be limited in number to no more than _____ students per academic year or _____ one-semester students per year from each institution. For any year in which an imbalance in the number of participating students occurs, the universities may make adjustments the following year by mutual written consent.

3. SELECTION OF STUDENTS
The students to be sent by each institution will be selected by that institution. Each host institution will determine whether the recommended students are finally admissible. Students selected for participation must have completed at least three semesters (preferably two years) of university study before beginning their studies abroad and must have a minimum grade point average (GPA) of 3.0 (4.0=A).

4. ACADEMIC PROGRAM
Exchange students will be permitted to enroll in courses or programs at the host institution for which they are qualified so long as spaces are available. They must maintain full-time student status as defined by their respective home universities. The course of study to be undertaken at the host institution must be approved by the home university of each student prior to departure.

5. STUDENT STATUS
Exchange students will be registered as "special" students and will enjoy the same privileges and medical, sports, and other amenities as other enrolled students. They will be subject to the statutes, ordinances, and regulations of the host institution.

6. APPLICATION DEADLINES
Applications from students for the academic year and for the fall semester only must reach the host institution by February 15; for the spring semester, by October 1. Acceptance decisions will be made by April 1 for academic year and fall semester students and by November 1 for spring semester students.

(continued)

7. FINANCING
Participating students from each university shall pay basic tuition and mandatory fees to their home institution and shall study at the other institution without further charges (except where courses or activities with special fees are selected). Airfare and all other personal expenses are the responsibility of individual students.

8. HOUSING
Each university shall help participating students find appropriate university or private accommodations, the cost of which shall be borne by the students.

9. HEALTH INSURANCE
Exchange students will be required to purchase health insurance especially designed for foreign students at the host institution unless they can present evidence of comparable or better coverage.

10. STUDY PROGRAM AND CREDITS
At the end of the period of study, the host institution will forward to the sending institution a record of the courses and grades received by each exchange student.

11. OTHER
The obligations of the parties under this Agreement are only for the participants and do not include spouses or dependents.

Both institutions shall exchange regularly their college bulletins and other information relevant to courses and registration.

Exchange personnel must abide by the laws of the host country and by the rules and regulations of the host university.

This agreement becomes effective when signed by the representatives of the two universities. This agreement shall remain in effect unless either university gives a one-year written notice of intent to discontinue.

Any articles in this agreement may be amended or revised by the two universities after consultation and mutual agreement. Any such amendment or revision must be in writing and must be signed by both parties. Any issues not mentioned in this agreement shall be resolved through mutual agreement, and each party covenants that it will make good faith efforts to reach such agreement.

Signed: _____
On behalf of *The University of Great Expectations*

Signed: _____
On behalf of *The University of Opportunity*

Date: _____

Date: _____

C. General Institutional Agreements (Sample Two)

Institutional Agreement between *The University of Great Expectations* and *The University of Opportunity*

Both universities agree to establish ties of friendship and cooperation for the purpose of promoting mutual understanding and possible academic, cultural, and personnel exchange.

Teaching and Research Personnel Exchange:
Both universities agree to work to facilitate opportunities for the exchange of teaching and research personnel. Exchanges may involve any branch of learning, and the duration of each stay at the host institution may range from one month to one academic year.

In the event of an exchange, each sending university will provide board, lodging, health insurance, or a stipend sufficient to cover the cost of these items to the faculty and staff sent to the host university during the period of the exchange. In addition, the host university will grant study and research privileges equivalent to those available to resident faculty and staff.

Each university will be responsible for the travel expenses of its faculty and staff from the home institution to the host institution and back.

Each university will be responsible for paying the salaries of any faculty or staff participating in the exchange.

Exchange faculty and staff are expected to study and work according to their own plan for professional improvement and research. Specific arrangements for special facilities, laboratories, and the like will be agreed on by the two universities in advance.

Graduate Student Exchange:
Both universities agree to consult on the possibility of a graduate student exchange. Generally, each graduate student shall stay at the host university for a period of one academic year.

In the event of an exchange of graduate students, each university will submit to the host university for its approval a list of graduate student nominees, brief biographical accounts, certificates of language competency, and the planned course of study at the host university. Any graduate student nominee who expects to earn degree credit at the host institution must complete all relevant application forms and must be acceptable to the host university degree program.

(continued)

In the event of an exchange of graduate students, each sending university will provide board, lodging, health insurance, tuition, and other study-related expenses of its exchangees according to the common practice of the educational establishment in its country or a stipend sufficient to provide these items.

In the event of an exchange, each university will be responsible for the round-trip travel expenses of its graduate students from the home institution to the host institution and back.

Both universities will supply information on the exchange possibilities for graduate students at least six months in advance of the beginning of the host institution's academic year.

Books and Reference Materials Exchange:
Both universities will consider developing an exchange of appropriate books, electronic information, and other reference materials (including teaching programs, guidance materials, and the like) they publish or transmit. Both universities will explore the possibility of exchanging books and reference materials published in their respective countries.

Other Issues:
Exchange personnel must abide by the laws of the host country and by the rules and regulations of the host university.

This agreement becomes effective when signed by the representatives of the two participating universities. This agreement shall remain in effect unless either university gives written notice of intent to discontinue at least one year in advance.

Any provisions in this agreement may be amended or revised by the two universities after consultation and mutual agreement. Any such amendment or revision must be in writing and must be signed by both parties. Any issues not addressed in this agreement shall be resolved through mutual agreement, and each party covenants that it will make a good faith effort to reach such agreement.

Nothing in this agreement shall be construed as creating any legal or financial relationships between the parties. This agreement is to be construed merely as a statement of intent to foster the possibility of genuine and mutually beneficial academic collaboration.

Signed: _____
On behalf of *The University of Great Expectations*

Signed: _____
On behalf of *The University of Opportunity*

Date: _____

Date: _____

D. Sample Letter of Introduction

College of Good Hope

July 4, 1997

TO WHOM IT MAY CONCERN:

Professor _____, a senior member of our faculty and director of our study abroad program, is traveling to Sierra Leone on behalf of the College of Good Hope. He will be meeting with officials at Fourah Bay College to discuss our student exchange and other cooperative efforts.

We would appreciate it if you could extend to Professor _____ the usual courtesies accorded a scholar and university representative. Our hosts during the visit are the Vice Chancellor of Fourah Bay College and the Principal of The University of Sierra Leone.

Please feel free to contact me if you have any questions. My phone number is (777) 777-7777, my fax number is (777) 777-7778, and my e-mail address is vpinternational@eghope.edu.

Sincerely,

_____

Vice President for International
Studies and Programs
College of Good Hope

cc: President, College of Good Hope
Vice Chancellor, Fourah Bay College
Principal, The University of Sierra Leone

APPENDIX II

USEFUL PUBLICATIONS

Directories

CRE Directory. Annual directory of 570 universities in 38 Western, Central, and Eastern European countries includes names; mailing and e-mail addresses; and telephone, fax, and telex numbers of rectors and chief administrative and international relations officers. Lists similar information for national associations and European Union organizations. Published by CRE: Association of European Universities. Available from ACE International Initiatives, One Dupont Circle, Washington DC 20036. Phone: (202) 939-9380.

Directory of Higher Education Institutions in the European Community. 1993. 544 pp. Kogan Page. Available from Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. Phone: (800) 821-8312; fax: (215) 785-5515.

Directory of Higher Education Institutions in the EFTA States. 1995. 192 pp. Kogan Page. Available from Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. Phone: (800) 821-8312; fax: (215) 785-5515.

Directory of Resources for International Cultural and Educational Exchanges. 1996 Edition. The Office of Policy and Evaluation, Bureau of Educational and Cultural Affairs, Room 357, U.S. Information Agency, Washington, DC 20547; e-mail: *gsimms@usia.gov* (Note: The 1997 edition of the directory will be produced in collaboration with the Alliance for International Educational and Cultural Exchange.)

International Encyclopedia of National Systems of Education. 2nd ed. 1995. 1,050 pp. T. Neville Postlethwaite, ed. Pergamon Press. Includes extensive bibliographic references and indexes. Available for $263.75 from Elsevier Science, Regional Sales Office, Customer Support Department, 655 Avenue of the Americas, New York, NY 10010. Phone: (212) 633-3730; toll-free from the United States and Canada: (888) 437-4636; fax: (212) 633-3680; e-mail: *usinfo-f@elsevier.com*

International Exchange Locator: A Guide to U.S. Organizations, Federal Agencies, and Congressional Committees Active in International Educational Exchange. 1996. 211 pp. Alliance for International Educational and Cultural Exchange. Available from IIE Books, 809 United Nations Plaza, New York, NY 10017-3580. Phone: (212) 984-5412; fax: (212) 984-5452. Web page: *http://www.iie.org/svcs/books.htm* (Note: In 1997, the directory will be produced in collaboration with the U.S. Information Agency.)

International Handbook of Universities. 1996. 1,090 pp. International Association of Universities. Stockton Press. Listing of 4,000 institutions in 169 countries and territories. Published biennially. Available from Groves Dictionaries, 345 Park Avenue South, 10th floor, New York, NY 10010. Phone: (212) 689-9200; fax: (212) 689-9711.

(continued)

An International Student's Guide to Mexican Universities. 1995. Alan Adelman and Sylvia Ortega, eds. Mexican Secretária de Educación Publica. Available for $19.95 from IIE Books, 809 United Nations Plaza, New York, NY 10017-3580. Phone: (212) 984-5412; fax: (212) 984-5452. Web page: *http://www.iie.org/svcs/books.htm*

North American Higher Education Cooperation: An Inventory of U.S.-Canada and U.S.-Mexico Academic Linkages. 1993. Prepared by the Institute of International Education for the U.S. Information Agency. Available from IIE Books, 809 United Nations Plaza, New York, NY 10017-3580. Phone: (212) 984-5412; fax: (212) 984-5452. Web page: *http://www.iie.org/svcs/books.htm*

Report on U.S. Government International Exchange and Training Programs. Published annually. The Office of Policy and Evaluation, Bureau of Educational and Cultural Affairs, Room 357, U.S. Information Agency, Washington, DC 20547; e-mail: *gsimms@usia.gov*

World Academic Database (WAD). CD-Rom. WAD combines the International Association of Universities (IAU) institutional database, which produces IAU reference books, and information available through TRACE, the International Higher Education Information Network. In TRACE, data are collected, processed, and distributed by specialized national or regional bodies participating in the network. Available from the International Association of Universities, Unesco House, 1, Rue Miollis, 75732 Paris Cedex 15, France. Web page: *http://www.unesco.org/general/eng/partners/ong/iau/index.html*

World List of Universities and Other Institutions of Higher Education. International Association of Universities. Ann C. M. Taylor, ed. Published biennially. Directory of 9,000 universities and other institutions of higher education, with information about the principal national and international organizations concerned with higher education. Available from the International Association of Universities, Unesco House, 1, Rue Miollis, 75732 Paris Cedex 15, France. Web page: *http://www.unesco.org/general/eng/partners/ong/iau/index.html*

The World of Learning 1997. 2,000 pp. International directory of educational, cultural, and scientific institutions. Europa Publications. Available for $445 from GALE. Phone: (800) 877-GALE. Web page: *http://www.gale.com*

Other Publications

Academic Year Abroad 1997/98. Institute of International Education. Available from IIE Books, 809 United Nations Plaza, New York, NY 10017-3580. Phone: (212) 984-5412; fax: (212) 984-5452. Web page: *http://www.iie.org/svcs/books.htm*

Cooperating with a University in the U.S.A.—NAFSA's Guide to University Linkages. To be published in late 1997. Contact NAFSA: Association of International Educators at (800) 836-4994 for further information. Web page: *http://www.nafsa.org/*

(continued)

Diversity, Accessibility, and Quality: An Introduction to Education in the U.S. for Educators from Other Countries. 1995. The College Board. Primarily for non-Americans, this brief overview is designed to examine aspects of U.S. education that have particular importance in programs of student exchange. Available from The College Board, Publications Customer Service, 45 Columbus Avenue, New York, NY 10023-6992. Phone: (212) 713-8165; fax: (212) 713-8143.

East Asian Higher Education: Traditions and Transformations. Albert H. Yee. 1994. 250 pp. Pergamon Press. Places higher education in sociopolitical context. Available for $80 from Elsevier Science, Regional Sales Office, Customer Support Department, 655 Avenue of the Americas, New York, NY 10010. Phone: (212) 633-3730; toll-free from the United States and Canada: (888) 437-4636; fax: (212) 633-3680; e-mail: *usinfo-f@elsevier.com*

Economist Intelligence Unit. Order from EIU, The Economist Building, 111 West 57th Street, New York, NY 10019. Phone: (212) 554-0600 or (800) 938-4685; fax: (212) 586-1181.

Encyclopedia of Higher Education. Burton Clark and Guy Neave, eds. 1992. 2,530 pp. in four volumes. Pergamon Press. Review of higher education worldwide. Available for $1,485 from Elsevier Science, Regional Sales Office, Customer Support Department, 655 Avenue of the Americas, New York, NY 10010. Phone: (212) 633-3730; toll-free from the United States and Canada: (888) 437-4636; fax: (212) 633-3680; e-mail: *usinfo-f@elsevier.com*

European Community/United States Cooperation in Education. 1990. 529 pp. Documents European Community programs related to education and training, such as the European Community Action Scheme for the Mobility of University Students (ERASMUS) and the Trans-European Mobility Scheme for University Studies (TEMPUS). Available from the U.S. Information Agency, Bureau of Educational and Cultural Affairs, Room 357, Washington, DC 20547; e-mail: *gsimms@usia.gov*

"Inter-Institutional Cooperation Guidelines and Agreements" by Charles B. Klasek, in *Bridges to the Future: Strategies for Internationalizing Higher Education.* Charles B. Klasek, ed. 1992. Association of International Education Administrators (AIEA). Available for $4.95 from AIEA Secretariat, c/o V. N. Bhatia, Washington State University, PO Box 645120, Pullman, WA 99164-5120; e-mail: *bhatia@mail.wsu.edu*

An International Visitor's Guide to U.S. Higher Education. Booklets on "Governance, Administration, and Accreditation of U.S. Higher Education Institutions"; "Admissions, Faculty, Students, and Instruction"; "Financing Higher Education in the U.S."; and "Higher Education Associations." Available for $10 postpaid from the American Council on Education, One Dupont Circle, Washington DC 20036. Phone: (202) 939-9380. Web page: *http://www.acenet.edu/products/ACEpubs.html#ihe*

Sustaining Linkages Between U.S. and Southern African Institutions—An Analysis and Inventory. Southern African Information Exchange Working Paper Number 30. 1995. 134 pp. Available for $10 from IIE Books, 809 United Nations Plaza, New York, NY 10017-3580. Phone: (212) 984-5412; fax: (212) 984-5452. Web page: *http://www.iie.org/svcs/books.htm*

(continued)

"University International Linkages" by Ralph H. Smuckler, in *International Investment in Human Capital: Overseas Education for Development*, IIE Research Report No. 24. 1993. 194 pp. Available from IIE Books, 809 United Nations Plaza, New York, NY 10017-3580. Phone: (212) 984-5412; fax: (212) 984-5452. Web page: *http://www.iie.org/svcs/books.htm*

World Education Series. American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NAFSA: Association of International Educators. Call the AACRAO publication distribution center at (301) 490-7651 or NAFSA at (800) 836-4994 for a catalog on this series on education in different countries.

World Yearbook of Education 1996: The Evaluation of Higher Education Systems. Robert Cowen, ed. Series Editors, David Coulby and Crispin Jones. 320 pp. Kogan Page. Available from Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. Phone: (800) 821-8312; fax: (215) 785-5515.

Appendix III

Agencies and Associations in the United States

The United States currently has no central clearinghouse for information on all college and university affiliations with all institutions abroad. The groups listed are a few of the many possible sources of contacts and information. Some groups can provide information on universities abroad; others can supply lists of members with area studies centers or names of member institutions with linkages abroad. The list includes groups specific to a geographic region, national offices of higher education associations, and organizations focused primarily on international education and exchange.

African-American Institute (AAI)
833 United Nations Plaza
New York, NY 10017
Phone: (212) 949-5666
In Washington: 1625 Massachusetts Avenue, NW, Suite 210
Washington, DC 20036
Fax: (202) 667-5636
(Information on African colleges and universities)

Alliance for International Educational and Cultural Exchange
1828 L Street, NW, Suite 901
Washington, DC 20036
Phone: (202) 293-6141
Fax: (202) 293-6144
E-mail: info@alliance-exchange.org
Contact: Michael McCarry, Executive Director

American-Mideast Educational and Training Services, Inc. (AMIDEAST)
Division of Education and Training Programs
1730 M Street, NW, Suite 1100
Washington, DC 20036-4505
Phone: (202) 776-9600
Fax: (202) 822-6563
E-mail: 62272750@eln.attmail.com
Web: *http://www.amideast.org/*
Contact: Sherif Gamal, Coordinator, Public Relations

American Association of Community Colleges (AACC)
One Dupont Circle, NW, Suite 410
Washington, DC 20036
Phone: (202) 728-0200
Fax: (202) 833-2467
E-mail: achase@aacc.nche.edu
Contacts: James McKenney, Director of Economic Development; Audree Chase, Coordinator of International/Intercultural Education
Web: *http://www.aacc.org/*

American Association of State Colleges and Universities (AASCU)
One Dupont Circle, NW, Suite 700
Washington, DC 20036
Phone: (202) 857-1835
Fax: (202) 296-5819
E-mail: vaughnh@aascu.nche.edu
Web: *http://www.aascu.nche.edu/*
Contact: Harold Vaughn, Director of International Programs

American Association of Teachers of German (AATG)
112 Haddontowne Court, #104
Cherry Hill, NJ 08034
Phone: (609) 795-5553
Fax: (609) 795-9398
E-mail: aatg@compuserve.com
Web: *http://www.aatc.org*
Contact: Helene Zimmer-Loew, Executive Director

American Council on Education (ACE)
One Dupont Circle, NW, Suite 800
Washington, DC 20036
Phone: (202) 939-9313
Fax: (202) 785-8056
E-mail: barbara_turlington@ace.nche.edu
Web: *http://www.acenet.edu*
Contact: Barbara Turlington, Director of International Education

ACE/ANUIES Network (American Council on Education/Mexican Asociación Nacional de Universidades e Instituciones de Educación Superior)
Web: *http://www.wiche.edu/elnet/ace-anuies/index-indice.htm*
Contact ACE, above.

American-Scandinavian Foundation
725 Park Avenue
New York, NY 10021
Phone: (212) 879-9779
Fax: (212) 249-3444
Contact: Jean Prahl, Director of Training

The Asia Foundation
465 California Street
San Francisco, CA 94104
Mailing Address: PO Box 193223
San Francisco, CA 94119-3223
Phone: (415) 982-4640
Fax: (415) 392-8863
E-mail: tafpa@igc.org
Web: *http://www.asiafoundation.org/contact.html*

(continued)

Contact: Public Affairs Department
In Washington: 1990 M Street, NW, Suite 610
Washington, DC 20036
Phone: (202) 223-5268
Fax: (202) 785-4582

Association of American Universities (AAU)
1200 New York Avenue, NW, Suite 550
Washington, DC 20005
Phone: (202) 408-7500
Fax: (202) 408-8184
Web: *http://www.tulane.edu/~aau*
Contact: John Vaughn, Executive Officer

Association Liaison Office for University Cooperation in Development
One Dupont Circle, NW, Suite 700
Washington, DC 20036-1192
Phone: (202) 857-1827
Fax: (202) 296-5819
E-mail: alo@aascu.nche.edu
Web: *http://www.aascu.nche.edu/alo/alo_home.htm*
Contact: Joan M. Claffey, Director

Association of Catholic Colleges and Universities (ACCU)
One Dupont Circle, NW, Suite 650
Washington, DC 20036
Phone: (202) 457-0650
Fax: (202) 728-0977
Web: *http://www.ncea.org/*
Contact: Paul Gallagher, Associate Executive Director

Association of Jesuit Colleges and Universities (AJCU)
1424 16th Street, NW, Suite 300
Washington, DC 20036
Phone: (202) 862-9893
Fax: (202) 862-8523
Contact: Paul Tipton, S.J., President

The College Board
1233 20th Street, NW, Suite 600
Washington, DC 20036
Phone: (202) 822-5900
Fax: (202) 822-5234
E-mail: internatl@collegeboard.org
Web: *www.collegeboard.org*
Contact: John Deupree, Director, Office of International Education

(continued)

Citizen's Democracy Corps (CDC)
1400 I Street, NW, Suite 1125
Washington, DC 20005
Phone: (202) 872-0933
Fax: (202) 872-0923
E-mail: gingram@cdc.org
Web: *http://www.cdc.org/*
Contact: George Ingram, Vice President
(Information on Eastern and Central Europe. CDC also has offices in various cities in Russia, Poland, Bulgaria, Bosnia, and Romania.)

Consortium for International Development (CID)
6367 East Tanque Verde, Suite 200
Tucson, AZ 85715
Phone: (520) 885-0055
Fax: (520) 886-3244
E-mail: cideo@cid.org
Contact: Jean R. Kearns, Executive Director
(CID includes U.S. universities involved mainly in international development projects.)

Council for European Studies
Columbia University
Box 44 Schermerhorn
New York, NY 10027
Phone: (212) 854-4172
Fax: (212) 749-0397
Web: *http://www.columbia.edu/cu/ces/*
Contact: Ioannnis Sinanoglou, Executive Director

Institute of International Education (IIE)
809 United Nations Plaza
New York, NY 10017
Phone: (212) 883-8200
Fax: (212) 984-5452
Web: *http://www.iie.org*
Contact: Ed Battle, Director, Communications, at (202) 984-5410
In Washington: 1400 K Street, NW
Washington, DC 20005-2403
Phone: (202) 898-0600
Contact: Thomas Farrell, Vice President, Exchange Programs and Regional Services, at (202) 326-7711

(continued)

International Research and Exchanges Board (IREX)
1616 H Street, NW, 6th Floor
Washington, DC 20006
Phone: (202) 628-8188
Fax: (202) 628-8189
E-mail: irex@info.irex.org.
Web: *http://www.irex.org/*
(Information on Central and Eastern Europe, states of the former Soviet Union, and Mongolia.)

LASPAU: Academic and Professional Programs for the Americas
25 Mount Auburn Street
Cambridge, MA 02138-6095
Phone: (617) 495-5255
Fax: (617) 495-8990
E-mail: laspau-webmaster@camail1.harvard.edu
Web: *www.laspau.harvard.edu*
Contact: Ned Strong, Executive Director

Latin American Studies Association (LASA)
University of Pittsburgh
William Pitt Union, Room 946
Pittsburgh, PA 15260
Phone: (412) 648-7929
Fax: (412) 624-7145
E-mail: lasa+@pitt.edu
Web: *http://www.pitt.edu/lasa*
Contact: Reid Reading, Executive Director

MidAmerica International Agricultural Consortium (MIAC)
Oklahoma State University
204E CITD Building
Stillwater, OK 74078
Phone: (405) 744-7378
Fax: (405) 744-7384
E-mail: nsraun@okway.okstate.edu
Web: *http://www.okstate.edu/OSU_Ag/*
Contact: Ned Raun, Executive Director
(A group of U.S. universities—Iowa State, Kansas State, Oklahoma State Universities, and the Universities of Missouri and Nebraska—involved mainly in development projects.)

(continued)

Midwest Universities Consortium for International Activities (MUCIA)
Ohio State University
66 East 15th Avenue
Columbus, OH 43201
Phone: (614) 291-9646
Fax: (614) 291-9717
Web: *http://www.mucia.ohio-state.edu*
Contact: William Flinn, Executive Director
(A group of U.S. universities involved in international projects, including development projects.)

NAFSA: Association of International Educators
1875 Connecticut Avenue, NW, Suite 1000
Washington, DC 20009
Phone: (202) 462-4811
Fax: (202) 667-3419
E-mail: inbox@nafsa.org
Web: *http://www.nafsa.org*
Contact: Kerry O'Connor, Coordinator, Information and Public Affairs
(See Web site for "Resources for Education Abroad," which lists publications and organizations.)

National Association of Independent Colleges and Universities (NAICU)
1025 Connecticut Avenue, NW, Suite 700
Washington, DC 20036
Phone: (202) 785-8866
Fax: (202) 835-0003
E-mail: frank@naicu.edu
Contact: Frank Balz, Vice President for Research and Policy Analysis

National Association of State Universities and Land-Grant Colleges (NASULGC)
One Dupont Circle, NW, Suite 710
Washington, DC 20036
Phone: (202) 778-0856
Fax: (202) 296-6456
E-mail: hammellv@nasulgc.nche.edu
Web: *http://www.nasulgc.nche.edu/*
Contact: Virginia Hammell, Assistant Director, Federal Relations, International Affairs

North American Educational Leadership Network (EL NET)
For a list of key organizations in North American Education, and for grants, scholarships, and fellowships for North American education exchange opportunities, see the Web pages of the EL NET at *http://www.wiche.edu/elnet/home.htm*
E-mail: elnetmaster@wiche.edu

(continued)

Partners of the Americas
University Linkages Program
1424 K Street, NW, Suite 700
Washington, DC 20005
Phone: (202) 628-3300
Fax: (202) 628-3306
E-mail: infor@partners.pao.com
Web: *http://www.partners.net*
Contact: Dennis Shaw, Director, Culture and Education Programs

Southeast Consortium for International Development (SECID)
1634 I Street, NW, Suite 702
Washington, DC 20006
Phone: (202) 628-4551
Fax: (202) 628-4561
E-mail: secid@secid.com
Contact: Theresa Moore, Executive Assistant

U.S. Network for Education Information (USNEI)
USNEI is a new information partnership of federal agencies, education associations, and others interested in coordinating the provision of information about U.S. higher education to international customers and information about overseas educational systems to U.S. customers. The National Library on Education serves as the hub and manages the network. Inquiries directed to USNEI are referred to the appropriate institution, association, or agency for handling.
Inquiries: (800) 424-1616; business: (202) 219-1882
Fax: (202) 218-1970
E-mail: library@ed.gov or stephen_hunt@ed.gov
Web: *http://www.ed.gov/USNEI/*

APPENDIX IV

U.S. GOVERNMENT RESOURCES

The following list is intended to offer ideas, suggestions, and guidelines for the development of relationships between institutions; it is not geared intentionally toward individual study, teaching, or research abroad. In many cases, this is an arbitrary distinction, since so many individual or group projects lead to more formal institutional linkages; in addition, formal linkages are composed of individuals working together. We hope the few items listed below will aid your search for government resources.

National Science Foundation (NSF)
The NSF Division of International Programs seeks to advance the interests of U.S. science and engineering research and education in an increasingly international environment. The division encourages U.S. organizations and institutions to develop projects to establish or strengthen existing relations with their foreign counterparts—especially between U.S. research centers and similar centers in other countries that feature participation of graduate and postdoctoral investigators and that facilitate discipline-related cooperation. For information on programs and regions, call (800) 437-7408 or send an e-mail message to intpubs@nsf.gov. Web page: *http://www.nsf.gov/sbe/int/start.htm*

National Security Education Program (NSEP)
NSEP Institutional Grants support the efforts of U.S. institutions of higher education "to develop or strengthen their capabilities to enhance the national capacity to educate U.S. citizens in critical languages, areas, and international fields." The program also offers scholarships for U.S. undergraduate students for study in world areas critical to overall U.S. national security and fellowships for U.S. graduate students to develop expertise in the languages and cultures of less commonly studied countries.

NSEP encourages the development of overseas study and work opportunities for U.S. students and innovative and cooperative programs with institutions in other countries. It cannot provide direct funding of foreign institutions or of non–U.S. citizens. For more information, contact the National Security Education Program, 1101 Wilson Boulevard, Suite 1210, PO Box 20010, Arlington, VA 22209-2248. Phone: (703) 696-1991; fax (703) 696-5667; e-mail: nsepo@nsep.policy.osd.mil. Web page: *http://www.dtic.mil/defenselink/pubs/nsep*

U.S. Agency for International Development (USAID)*
The USAID Center for University Cooperation in Development administers the "University Development Linkages Project" to promote and support the collaboration of U.S. colleges and universities with higher education institutions in developing countries. The program is currently being restructured. For more information, contact Gary Bittner, USAID, Human Capacity Development, Washington, DC 20523-0278. Phone: (703) 875-4023; fax: (703) 875-4346; e-mail: gbittner@usaid.gov.
Web page: *http://www.info.usaid.gov/*

* As this publication goes to press in July 1997, plans are being discussed by Congress to merge the U.S. Information Agency and the Arms Control and Disarmament Agency into the State Department. The U.S. Agency for International Development, while retaining its independent status, is to formally come under the authority of the Secretary of State. The reorganization of the foreign affairs agencies is expected to take two years. Consult the Web pages indicated in the text for further information on the programs mentioned and for possible new contact names and addresses, or consult the Web page for the State Department, *http://www.state.gov/*

U.S. Department of Education

The U.S. Department of Education's Center for International Education (CIE) manages a number of funding programs in support of international education. Among these is funding for the National Resource Centers and Fellowships Program for Language and Area or Language and International Studies; Undergraduate International Studies and Foreign Language Program; Centers for International Business Education; American Overseas Research Centers; and Business and International Education to promote linkages between U.S. higher education institutions and business organizations. Institutional linkages are not a direct function of these programs but can be developed as a component.

The Fulbright-Hays Group Projects Abroad and Fulbright-Hays Seminars Abroad–Bilateral Projects, which focus on one world region or on general worldwide topics, can be used to help faculty strengthen their institutions' programs.

For more information, contact CIE, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202. Phone: (202) 708-9298; fax: (202) 708-6268. Web page: *http://www.ed.gov/programs.html*

Also of interest at the Department of Education is the Fund for the Improvement of Postsecondary Education, which administers the Program for North American Mobility in Higher Education (see the Web page at *http://www.ed.gov/offices/OPE/FIPSE/NAFTA/*) to increase collaborative exchange among higher education institutions in Canada, the United States, and Mexico, and the Higher Education Collaboration and Exchange between the United States and the European Community (see the Web page at *http://www.ed.gov/offices/OPE/FIPSE/EComm/ec2.html*). Call (202) 708-5750 for more information.

The U.S. Department of Education also houses the National Library of Education (NLE), which maintains a large collection of volumes, serials, and microfiche. In addition, NLE maintains a growing on-line library and administers the Education Resources Information Center (ERIC) Clearinghouse network, the world's largest education database with more than 900,000 document records. NLE is actively involved in partnerships with other information providers in the education field. Phone: (800) 424-1616 (inquiries), (202) 219-2289 (business); fax: (202) 219-1970; e-mail: library@ed.gov, blane_dessy@ed.gov. Web page: *http://www.ed.gov/NLE*

U.S. Information Agency (USIA)*

The USIA University Affiliations Program seeks to expand bilateral institutional relationships between U.S. and foreign colleges in the fields of humanities, social sciences, education, and communications. The program helps institutions initiate new affiliations and strengthen existing ones. For more information, contact the University Affiliations Program, Office of Academic Programs, USIA, 301 4th Street, SW, Washington, DC 20547. Phone: (202) 619-5289; fax: (202) 554-0836. Web page: *http://www.usia.gov/*

*See footnote on page 47.

APPENDIX V

WEB SITES FOR REGIONAL AND INTERNATIONAL ORGANIZATIONS

The offices listed below are examples of higher education organizations and sources of information abroad.

Asociación Mexicana para la Educación Internacional (AMPEI)
http://www.wiche.edu/elnet/ampei

Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES, Mexico)
http://www.anuies.mx

Association of Carpathian Region Universities
http://acru.tuke.sk/

Association of African Universities
http://www.zamnet.zm/aau/aau.htm

Association of Universities and Colleges of Canada
http://www.aucc.ca/

Australian Vice-Chancellors' Committee
http://www.avcc.edu.au

CRE: Association of European Universities
http://www.unige.ch/cre/

Committee of Vice-Chancellors and Principals of the United Kingdom
http://www.cvcp.ac.uk/

Embassies in Washington, DC
http://www.embassy.org

Inter-American Organization for Higher Education (IOHE/OUI)
http://www.oui-iohe.qc.ca/

International Association of Universities
http://www.unesco.org/general/eng/partners/ong/iau/index.html

International Association of University Presidents
http://www.csus.edu/iaup/iaup.html

NATO Science Programme and Cooperation Partners Linkage
http://www.nato.int/science/
(Grants help support research teams from universities or research institutions in NATO countries and Cooperation Partner countries in areas including science and technology policy, disarmament, environmental security, and computer networking.)

The North American Educational Leadership Network (EL NET)
http://www.wiche.edu/elnet/home.htm
(Of special interest are EL NET's links to a list of funding sources for North American education exchange opportunities.)

OECD: Organization for Economic Cooperation and Development. Education, Employment, Labour and Social Affairs
http://www.oecd.org/els/

Overseas U.S. Advising Centers/Regional Educational Advising Coordinators, United States Information Agency, Office of Academic Programs
http://www.usia.gov/education/usadvis.htm
gopher://198.80.36.82:70/00s/education/usstudy/overseas/reaclist.txt

Resources for Colleges and Universities in International Exchange: World Wide Web Links
http://www.usc.edu/dept/overseas/links.html

U.S.-Mexico Educational Interchange Project
http://www.wiche.edu/mexico/mexico.htm
(A project of the Western Interstate Commission for Higher Education, the Asociación Mexicana para la Educación Internacional, the University of Arizona, the Universidad Autónoma de Baja California, and the University of British Columbia.)

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National Association for Equal Opportunity in Higher Education
Earl S. Richardson, President
Morgan State University, MD

National Association of Independent Colleges & Universities
Ann H. Die, President
Hendrix College, AR

National Association of State Universities & Land-Grant Colleges
To be announced

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José Robledo, Assistant to the
Chancellor
Los Angeles City College
District, CA

Washington Higher Education Secretariat
James E. Morley, Jr., President
National Association of College and
University Business Officers, DC

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